**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 2 Native Speakers** | |
| **Theme:** | | **Balance of Culture AP Theme?** | |
| **Topic:** | | **Values, morals, norms, symbols, culture Balance of Culture** | |
| **Learning Scenario** | | Students will identify and differentiate between basic components of culture in the United States versus Latin America. Examine cultural practices that students engage in today.  In general terms what will they read and view, what will they discuss  Students will read about…..and will view video excerpts that deal with….. They will become experts on one aspect of culture and will debate (that) from different points of view. They will develop their own personal definition of culture and write an autobiographical piece explaining their cultural identity to others. | |
| **Standard(s):** | | Goal 29 | |
| **Desired Results** | | | |
| **Understandings** | | * Culture is influenced and composed of many factors. * Culture changes over time. * Language is a major part of culture. * Culture can influence others. Is this true? * Culture consists of practices, products and perspectives. * Language and culture are inseparable. | |
| **Essential Questions** | | * What is culture? * What factors cause culture to change? * What culture(s) do I identify with? And why? * How do I identify with different cultures? * How does my culture affect my world? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| write a personal definition of culture | | | I believe that  My thinking has been influenced by  I tend to agree/disagree with…..  Furthermore, however, |
| Distinguish between values, morals, customs, traditions, norms, and symbols in the US and Latin America. | | | What is a (value)?  A value is….  What are your values?  My values are…?  Morals are important because  Cultural vocabulary (culture, values, norms, customs, traditions, morals, symbols, ethnocentrism, language, taboo, behavior)  Factors that facilitate changes in culture (laws, globalization, migration/immigration, politics, media, etc)  Present tense |
| Distinguish between cultural ideology and material cultural practices. | | | Cultural vocabulary (material, abstract) |
| Determine which aspects of cultural ideology students associate with and which cultural practices they participate in. | | | Present tense |
| Compare cultural ideologies between generations. | | | Cultural vocabulary  You will probably need past tense – preterite and imperfect to do this.  comparative? |
| Create complete and complex sentences. | | | Parts of speech, punctuation, capital letters, and transitions |
| Create complete and organized paragraphs. | | | Topic sentences, concluding sentences, attention grabber |
| Effectively use descriptive language to communicate ideas. | | | Voice, 5 senses, narrative (use of 1st person) |
| Differentiate between sounds of vowels and consonants and be able to spell appropriately. | | | The alphabet, vowels, consonants.  (b/v, a/o/e, i/u, c/z/s, gu/ge/ju, h, k) |
| Comprehend and interpret authentic texts | | | Making connections, identifying main idea and supporting details |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Read a short autobiography about a person and fill out a personality profile identifying norms, values, etc. of the person. | | |
| Interpersonal | Describe to a visitor some of your cultural practices and identify commonalities between the two. | | |
| Presentational | Interview and write a biography about a classmate’s cultural ideology. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| * Graphic organizer of cultural vocabulary * Simulated present tense conversation * Reflection journal on cultural readings * Cultural exam * Dictados * Parts of speech quiz * Essay on Octavio Paz excerpt * Post on Moodle taking the voice of a parent/grandparent describing an aspect of their culture * Paragraph organization quiz * Journal rewrite using paragraph organization | | | * Autobiography that includes the cultural vocabulary * States project |
| Learning Activities | | | |
| decide what 10 items define different cultures – what would go in a time capsule now to explain “American” Culture | | | |
| Resources | | | |
| Exprésate 3 – Simulated conversation Pg. 29  Rigoberta Menchú Nuevas Vistas Reading  Octavio Paz (Introduction to *El laberinto de la soledad y otras obras)*  Moodle  *Español para nosotros* (Pgs. 33 – 36, 38 – 37, 86 – 91, 108 – 109, 116 – 119, 133 – 134, 142 – 144, 157, 237-240, 330 – 331)  *Cuando era puertorriqueña* (Food excerpt) *Why food? Food is so cross-cultural at this point.*  Culture Graphic Organizer  Who would you save reading | | | |